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3 October 2014

Mrs E Blake
Headteacher
Barncroft Primary School
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Havant
PO9 3HN

Dear Mrs Blake

Requires improvement: monitoring inspection visit to Barncroft Primary School

Following my visit to your school on 3 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- make sure the milestones in the school improvement plan show how you are improving the progress of pupils
- improve behaviour so that pupils behave well in lessons and around the school
- ensure pupils are challenged in all lessons.

Evidence

During the visit, meetings were held with you, phase leaders, governors and a representative from the local authority to discuss the action taken since the last inspection. We visited classes and looked at work in pupils' books. I also evaluated the school improvement plan.

Context

Since the previous inspections, you have appointed two further phase leaders (leaders of pupils in each Key Stage) and a newly qualified teacher.

Main findings

You have responded urgently and effectively to improve the areas of weakness identified in the section 5 report. The actions you are taking are helping the school to improve and the action plan clearly details how you will continue to do this. However, the milestones intended to check you are making progress do not link to pupils' achievement so you do not know if things are improving.

Governors demonstrate a clear understanding of the areas for improvement and have been involved in writing the school improvement plan. They ask challenging questions to ensure they understand the information you give them. They are attending pupil progress meetings to develop their knowledge of the school.

The local authority has provided effective support to middle leaders so that they are now able to identify accurately the priorities for their phases. They are providing relevant support to help teachers improve, and you are now holding them to account for the teaching and learning in their teams. By working together as leaders, they are helping each other to improve and making sure there is consistency across the school.

Although pupils now understand what they are learning in lessons, many are not able to explain it well enough. From the work I saw in books, teachers are marking consistently and in some classes the feedback is helping pupils to learn more. The activities and challenge do not yet meet the needs of all pupils. In some classes a significant number of pupils were off-task; in one Year 5 class, the pupils were all easily able to do the work and were uninterested in the lesson.

In classrooms and around the school I saw incidents of inappropriately physical behaviour which were not stopped by adults. You remind pupils how to behave each week at assembly, but it is not helping to make behaviour as good as it should be. This is because expectations around the school and in class are not high enough and staff do not always remind pupils to behave well.

Targets on the front of writing books and assessments on the front of mathematics books are useful in helping teachers and pupils to focus on next steps. The target sheets for parents are very effective in helping them to understand how to help their children. You identified that mathematical vocabulary can be problematic for parents and are taking appropriate steps to address this.

The recent standard assessment test results show that more pupils are making expected progress. This year, in both Key Stage 1 and Key Stage 2, the attainment

was much more in line with national expectations. However, pupils who are eligible for additional funding and more able pupils, are still not doing as well as they should be.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The support provided by the local authority is appropriate and effective. With the lead learning partner's support, the headteacher, middle leaders and teachers are improving teaching and learning. The school would benefit from the local authority brokering support from a similar school where pupils' behaviour is outstanding.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Hampshire.

Yours sincerely

Louise Adams

Seconded Inspector